

Francisco Javier SEGURA VIDES

I
N
G
L
É
S

ANALYSIS AND IMPLEMENTATION
OF ETWINNING IN THE ENGLISH
CLASSROOM

TFG 2014

Grado en Maestro en Educación Primaria
Lehen Hezkuntzako Irakasleen Gradua

Trabajo Fin de Grado
Gradu Bukaerako Lana

**ANALYSIS AND IMPLEMENTATION OF
ETWINNING IN THE ENGLISH
CLASSROOM**

Francisco Javier SEGURA VÍDES

FACULTAD DE CIENCIAS HUMANAS Y SOCIALES
GIZA ETA GIZARTE ZIENTZIEN FAKULTATEA

UNIVERSIDAD PÚBLICA DE NAVARRA
NAFARROAKO UNIBERTSITATE PUBLIKOA

Estudiante/ Ikaslea

D. Francisco Javier SEGURA VIDES

Título/ Izenburua

Analysis and implementation of eTwinning in the English classroom

Grado/ Gradu

Grado en Maestro de Educación Primaria/ Lehen Hezkuntzako
Irakasleen Gradua

Centro/ Ikastegia

Facultad de Ciencias Humanas y Sociales/ Giza eta Gizarte Zientzien
Fakultatea.

Universidad Pública de Navarra / Nafarroako Unibertsitate Publikoa

Director/ Zuzendaria

Dr. Victor OVIAMIONAYI IYAMU

Departamento/ Saila

Filología y didáctica de la lengua / Filologia eta Didaktikoa

Curso académico

2013/2014

Semestre/ Seihilekoa

Primavera/ Udaberrik

PREÁMBULO

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, de formación básica, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, didáctico y disciplinar, que recoge los contenidos de las disciplinas y su didáctica; y, por último, Practicum, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo de formación básica se desarrolla a lo largo de todo el proyecto, debido a la aplicación de diversos modelos psicopedagógicos del aprendizaje como herramientas para la práctica docente que planteamos. Las lecciones tomadas durante el primer año de carrera han sido muy clarificantes en este aspecto y me han ayudado a la hora de escoger y aplicar el modelo adecuado.

Debido en gran medida a la propia naturaleza de la herramienta eTwinning, el modelo de enseñanza utilizado en este proyecto es el del aprendizaje colaborativo, el cual se fundamenta en el paradigma psicopedagógico del constructivismo. Los beneficios de esta metodología tanto a nivel cognitivo como sociocultural, se revelan durante el desarrollo de todo proyecto.

El módulo didáctico y disciplinar puede observarse en el desarrollo de un conjunto de actividades creadas con el objetivo de analizar los beneficios y los problemas de utilizar eTwinning en el aula. Estas actividades suscitan el uso de una serie de herramientas y la identificación de unos puntos de mejora que, desde un punto de vista didáctico, ayudan al docente a mejorar la situación académica de su alumnado. En definitiva, este módulo se presenta en el trabajo a través de las habilidades y de las actividades que pone en práctica el maestro para ayudar a aprender de una manera más efectiva a su alumnado.

Asimismo, el módulo prácticum nos ha permitido examinar de forma directa el impacto en el aula de un proyecto basado en la plataforma colaborativa eTwinning. Las actividades diseñadas en este trabajo se han llevado a cabo durante el último prácticum de la carrera, lo que nos ha permitido procesar mejor lo que se está estudiando y realizar conexiones entre la teoría y la práctica.

RESUMEN

En el presente proyecto se llevará a cabo un análisis de la plataforma colaborativa eTwinning a través del diseño, aplicación y evaluación de una unidad didáctica basada en la utilización de esta herramienta. Gracias a eTwinning, podremos enseñar la lengua Inglesa de forma funcional, fomentando al mismo tiempo contenidos y valores relacionados con el concepto de interculturalidad.

Por otro lado se expondrán una serie de conclusiones extraídas tras utilizar una metodología basada en el aprendizaje colaborativo, que afectan tanto a la motivación del alumnado como a la calidad de las enseñanzas impartidas por maestro.

Por último, se diseñará un blog de aula que nos servirá para llevar a cabo una recopilación de todo lo producido durante la unidad. Esto permitirá a padres, alumnos y a otros docentes observar cómo se desarrolla la unidad e incluso participar en la misma.

Palabras clave: eTwinning; aprendizaje colaborativo; interculturalidad; enfoque comunicativo; aprendizaje significativo.

ABSTRACT

In the present project, an analysis of the eTwinning collaborative platform will be done through the design, implementation, and evaluation of the teaching units which are based on the use of this tool.

Thanks to eTwinning, we are able to teach English language in a functional way, while promoting contents and values related to the concept of cross-cultural communication.

On the other hand, we will present a series of conclusions extracted after using a methodology based on collaborative learning; which concerns the students' motivation and the quality of the lessons taught by the teacher.

Finally, a blog will be designed in the classroom, which will be used to carry out a compilation of everything produced during the unit. This will allow parents, students, and other teachers to observe the development of the unit and even, participate in it.

Keywords: eTwinning; collaborative learning; cross-cultural; communication approach; meaningful learning.

ÍNDICE

1. INTRODUCCIÓN	1
2. LA PLATAFORMA ETWINNING	3
2.1 Qué es eTwinning	2
2.2 Los proyectos eTwinning	5
3. JUSTIFICATION	6
3.1 Precedentes	6
3.1.1 Breve repaso de las TIC en el aula de inglés	6
3.1.2 Historia de eTwinning	8
3.2 Objectives	9
4. THEORETICAL FRAMEWORK	11
4.1 Rationale	11
4.2 Implications	13
5. DEVELOPMENT AND PUTTING INTO PRACTICE THE PROJECT	13
5.1 Contextualisation	13
5.2 Learning objectives	14
5.3 Methodology	15
5.4 Space and duration	16
5.5 Basic competences promoted in the project	18
5.6. Materials and technical resources	19
5.7 Activities	21
5.8 Awareness of diversity	44
5.9 Assessment	44
6. ANALYSIS AND DISCUSSION OF THE RESULTS	45
6.1 Our teaching unit	45
6.1.1 Design of the unit	45
6.1.2 Unit implementation	47
6.2 The eTwinning platform	49
6.2.1 Interview with Iñaki Legarra	52

6.2.2 Advantages	52
6.2.3 Disadvantages	54
7. CONCLUSIONS	55
8. REFERENCES	57
9. ANNEXES	59

1. INTRODUCCIÓN

Resulta ya evidente señalar que nuestra sociedad está manifiestamente marcada por la función que vienen desempeñando las nuevas tecnologías, particularmente porque han supuesto la ruptura de las barreras que limitaban el acceso y el intercambio de la información. Los recursos que Internet proporciona han supuesto un antes y un después en la forma de vida y de comunicación, dejando obsoletos medios hasta ahora incuestionables.

Internet juega ya un papel fundamental en el mundo en el que vivimos, donde la información se crea, se difunde, se almacena y se gestiona, en gran parte, mediante el uso de las nuevas tecnologías de la información y la comunicación (TIC). De la misma forma y como no podía ser de otra manera, las TIC están transformando la educación notablemente, tanto en la forma de enseñar como en la forma de aprender y por supuesto también en el rol del maestro y del estudiante.

La complejidad de la integración de internet y las TIC en el aula es manifiesta, pero no debemos olvidar que aportan al docente y al alumnado oportunidades muy valiosas en lo relativo al manejo de fuentes, diseño de actividades y acceso a recursos que pueden ser de gran utilidad para mejorar la calidad de la labor docente.

Como describe C. Miranda¹, la Tecnología de la Información eleva la calidad del proceso educativo al permitir la superación de las barreras de espacio y tiempo, una mayor comunicación e interacción entre sus actores, la construcción distribuida de crecientes fuentes de información, la participación activa en el proceso de construcción colectiva de conocimiento y la potenciación de los individuos gracias al desarrollo de las habilidades que esto implica.

Con todo, teniendo en cuenta los enormes beneficios que reporta el integrar las nuevas tecnologías de la información y la comunicación en las aulas, resulta clara la necesidad de abordar el tema sin caer en convencionalismos y ofreciendo recursos realmente prácticos a los maestros que estén interesados en llevar a cabo una integración eficaz de las TIC en sus clases.

¹ C.Miranda, (2003). Educar.org. *Beneficios de las TIC en la educación*. Retrieved May 1, 2014 from <http://portal.educar.org/foros/beneficios-de-las-tic-en-la-educacion>.

Así pues, en este trabajo configuraremos una propuesta que sirva para integrar las TIC en área de Inglés utilizando para ello la plataforma colaborativa eTwinning, aunque gracias a la versatilidad de las actividades que la componen, podría utilizarse en la enseñanza de cualquier otra lengua extranjera. Nuestro objetivo principal será tratar de implementar las TIC en el aula para que los alumnos se comuniquen con otros estudiantes utilizando para ello la lengua inglesa. Además, trataremos de que vean en el inglés una herramienta útil que les permita comunicarse tanto oralmente como de forma escrita, abriéndoles un gran abanico de posibilidades de aprendizaje al interactuar con personas de otros países.

Al mismo tiempo, realizaremos un análisis de la propia herramienta eTwinning determinando cuáles son sus puntos fuertes y cuáles son los aspectos que convendría revisar para su correcta utilización. Pretendemos que este trabajo anime a quienes lo revisen a seguir informándose e incluso a utilizar ellos mismos la plataforma eTwinning, por lo que describiremos de forma sencilla los aspectos básicos de su funcionamiento, su interfaz y las herramientas que ofrece.

En definitiva, a través de este proyecto llevaremos a cabo la elaboración, implementación, seguimiento y evaluación de un proyecto eTwinning que tenga un marcado carácter práctico y permita a los estudiantes estar en contacto con otras culturas utilizando para ello la lengua inglesa, además de analizar la propia plataforma eTwinning.

2. LA PLATAFORMA ETWINNING

2.1 Qué es eTwinning

Antes de comenzar a desarrollar este proyecto, es fundamental precisar en qué consiste exactamente la pieza clave entorno a la cual gira nuestro trabajo, dando respuesta a una pregunta básica pero muy amplia al mismo tiempo. ¿Qué es eTwinning?.

Recogiendo la propia definición publicada por el instituto nacional de tecnologías educativas², podemos definir el programa eTwinning como una iniciativa de la Comisión Europea encaminada a promover el establecimiento de hermanamientos escolares y el desarrollo de proyectos de colaboración a través de Internet entre dos o más centros escolares de países europeos diferentes sobre cualquier tema del ámbito escolar acordado por los participantes.

Dirigido a todos los niveles educativos anteriores a la Universidad, los idiomas de trabajo son aquellos que los socios deseen emplear, siendo el inglés el más utilizado para establecer proyectos con escuelas situadas en otros países, lo que ya de por sí resulta muy interesante para maestros que enseñan una lengua extranjera.

Cómo queda reflejado en la web de eTwinning³, podemos diferenciar tres ejes fundamentales:

- La dimensión Europea de la plataforma: eTwinning supone un entorno en el que alumnos y profesores pueden conocer a compañeros de otras nacionalidades, intercambiar ideas, discutir sobre intereses comunes y elaborar proyectos conjuntos. Gracias a ello, podemos usar estrategias de comunicación que contemplen competencias lingüísticas y culturales.
- Uso de las TIC: eTwinning proporciona un buen medio para integrar las TIC en la práctica docente. Integra tanto contenidos curriculares como herramientas TIC de fácil manejo, lo que lo convierte en un programa idóneo para desarrollar la competencia digital.

² Instituto nacional de tecnologías educativas. Retrieved May 22, 2014 from http://www.etwinning.es/apls/cursos/curso_en/index.php/Main_Page.

³ Etwinning.net. Retrieved May 23, 2014 from <http://www.etwinning.net/es/pub/index.htm>.

- Trabajo en colaboración: Es el aspecto fundamental en un proyecto eTwinning. Profesores y alumnos trabajan conjuntamente en un tema real y, en caso de utilizar una lengua extranjera para la comunicación, lo hacen con una finalidad inmediata y en un contexto real.

Para formar parte de la plataforma eTwinning, tan solo es necesario especificar el centro en el que realizas tus actividad docente y facilitar una dirección de correo electrónico. Este registro te permite acceder a multitud de contenidos y revisar diversos proyectos puestos en marcha por otros usuarios, lo que ya es de por sí muy interesante aún sin tener intención de formar parte de un proyecto colaborativo.

Ya de forma más específica y para hacernos una idea de las herramientas y del entorno que nos encontraremos trabajando en eTwinning, creemos que es interesante explicar brevemente los diversos apartados en los que está dividida. Son los siguientes:

- Portal: Ofrece información, noticias e ideas a las que cualquiera puede acceder. Es la “puerta de entrada” a todo el contenido que guarda la plataforma.
- Escritorio: Un usuario recién registrado en eTwinning puede comenzar a buscar socios y proyectos mediante este apartado. El escritorio es el lugar donde contactar con otros profesores, intercambiar y discutir ideas, crear grupos y, finalmente, iniciar un proyecto. Cuenta con muchas herramientas útiles como foros, mensajería interna o un buscador de proyectos.
- Registro de un proyecto: Desde esta sección se inician los nuevos proyectos de eTwinning, sobre los cuales hablaremos más detenidamente en el apartado 1.2.
- TwinSpace: Es el espacio que compartirás con tus compañeros de proyecto. Aquí es donde se suben los archivos sin ningún riesgo, además de poder otorgar claves a los alumnos para que ellos mismos entren y disfruten del contenido generado. A este apartado solo tienen acceso los usuarios que los profesores decidan, lo que lo convierte en un espacio totalmente seguro y manejable.

2.2 Proyectos eTwinning

Colaboración y flexibilidad, esas son las palabras que mejor definen los proyectos eTwinning. Todo comienza cuando dos o más docentes de países Europeos se ponen en contacto y acuerdan el tema en el que basarán su proyecto utilizando para ello las herramientas y los espacios que ofrece eTwinning.

Uno de los puntos que detectamos cuando nos disponemos a iniciar un proyecto en eTwinning es la inexistencia de trámites que deban ser completados y enviados en papel. Tan solo es necesario completar dos documentos para iniciar un proyecto colaborativo: el registro del usuario y el registro del proyecto.

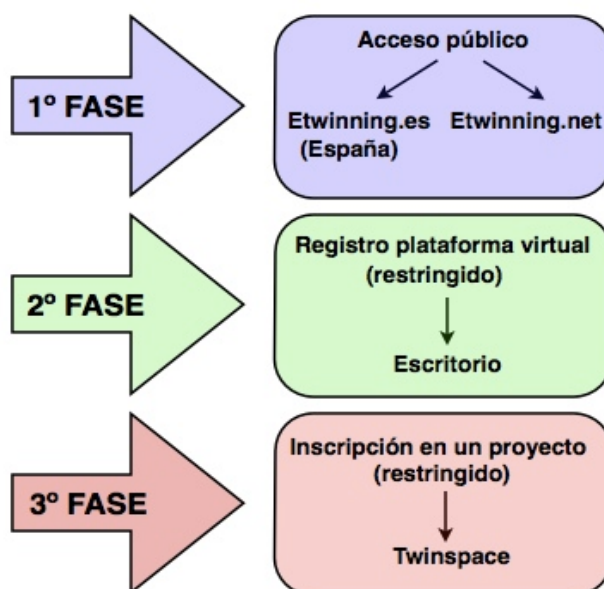
Además, los proyectos pueden iniciarse en cualquier momento del año y pueden durar tanto tiempo como quieran sus participantes. Dependiendo de cómo se desarrolle, los profesores pueden decidir cuando quieren terminarlo, aceptar nuevos socios, etc.

En cuanto a los tipos de proyectos, las posibilidades son enormes, tanto por las asignaturas que se pueden trabajar como por los temas en los que pueden estar basados. Podemos encontrar proyectos que integren una sola asignatura, varias o incluso todas ellas, contenidos transversales, curriculares o cualquier aspecto relacionado con el entorno escolar.

El perfil de los participantes también puede ser variado. Aunque lo más común es que los participantes sean alumnos y profesores, existe la posibilidad de iniciar proyectos únicamente entre profesores en torno a un determinado tema o interés común.

A modo de resumen, hemos elaborado un pequeño esquema (tabla A) en el que se muestran las diferentes fases por las que ha de pasar un maestro que quiera iniciar un nuevo proyecto colaborativo en eTwinning y los lugares a los que tendrá acceso en cada una de ellas. Los colores son los mismos que utiliza la interfaz de plataforma para facilitar su manejo.

Tabla A



Creemos que la flexibilidad y las posibilidades de colaboración que nos ofrece eTwinning hacen de esta plataforma un recurso muy interesante para cualquier docente. Para elaborar este apartado nos hemos basado en uno de los documentos que están disponibles en la web de eTwinning⁴ y que invitamos a revisar para conocer aspectos más específicos de la plataforma.

⁴ *What is eTwinning*. Retrieved May 23, 2014 from http://www.etwinning.es/apls/cursos/curso_en/index.php/Documents_1.a:What_is_eTwinning%3F.

3. JUSTIFICACIÓN

3.1 Precedentes

3.1.1 Repaso de las TIC en el aula de inglés

Las tecnologías de la información y la comunicación (TICs) son ya parte de nuestro sistema educativo y juegan un papel fundamental en el proceso de enseñanza-aprendizaje. Sin embargo, su integración en el aula ha sido y sigue siendo un proceso complejo, debido a su incesante evolución y al gran número de recursos disponibles.

De la misma manera, en los últimos años la enseñanza de una segunda lengua y en especial la enseñanza de la lengua inglesa, ha cobrado mucha importancia y ha sido objeto de diversas variaciones metodológicas. Desde los enfoques previos a los años setenta basados en la repetición y memorización de actividades, se ha ido avanzando hacia nuevas teorías basadas en el papel social del aprendizaje y en el uso comunicativo de la lengua.

Además, como defiende A. Carretero⁵, tradicionalmente en la enseñanza del inglés, se han utilizado los sistemas multimedia con gran frecuencia. La entrada de las TICs de forma masiva en algunos centros ha hecho que el profesorado disponga de una herramienta potente para motivar al alumnado, aunque lo verdaderamente relevante y determinante es el uso pedagógico que nosotros, como docentes, hagamos de ellas.

Un estudio reciente⁶, distingue tres formas de adaptarse a la inclusión de las nuevas tecnologías por parte de los maestros en los últimos cinco años.

- El paradigma tecnócrata, en el que se posicionan aquellos docentes que ven en las TIC una revolución mínima a la que hay que sobrevivir, sin apenas cambios en la metodología o en el currículo.

⁵ Carretero, A. (2005). *Las TICS en el aula de Inglés: un proyecto de trabajo*. Retrieved May 10, 2014 from http://quadernsdigitals.net/index.php?accionMenu=hemeroteca.VisualizaArticuloIU.visualiza&articulo_id=8656.

⁶ Aviram, R. (2002). *¿Podrá la educación domesticar las TIC?*. Retrieved May 12, 2014 from <http://tiiec2002.udg.edu/ponencias/pon1.pdf>.

- La postura reformista, que ve en las TIC una oportunidad de mejora si se incluyen en el aula junto a nuevos métodos basados en el constructivismo o en el aprendizaje cooperativo.
- La concepción holística, en la que ya no solamente se utilizan las TIC para aprender otros contenidos sino que la escuela prepara a los alumnos para comprender y manejar las propias TIC fuera del aula.

En las tablas que mostramos a continuación (fig. A y B) extraídas de la web de la Unión Europea⁷, podemos observar tanto el ratio de alumnos por ordenador como el uso que se hace de ellos en las aulas de diferentes países, siendo España uno de los mejores equipados pero al mismo tiempo uno de los que menos los utilizan.

FIG. A

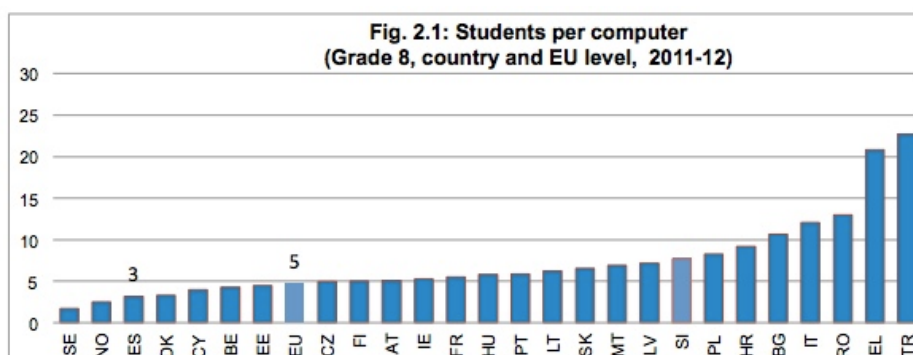
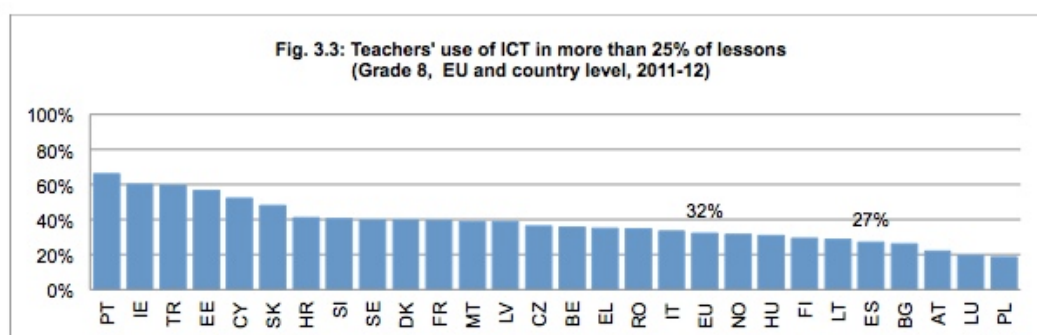


FIG. B



⁷ Europa.eu. Retrieved May 12, 2014 from http://europa.eu/rapid/press-release_MEMO-13-813_es.htm

Podemos decir ya sin miedo a equivocarnos que el uso de internet en la escuela ha abierto la puerta a una nueva forma de entender la enseñanza de una lengua extranjera. Sin embargo, desgraciadamente la incorporación de estas nuevas herramientas se caracteriza por una visión de la tecnología como algo suplementario en la práctica docente. Esto significa que el utilizarlas en el aula no supone un cambio en la forma de enseñar, o una revisión de los contenidos, objetivos y actividades.

Con el paso del tiempo, las TIC en la escuela han continuado expandiéndose y el potencial de las mismas en la actualidad hace mucho más fácil la puesta en marcha de proyectos colaborativos como el que ahora proponemos en este proyecto.

3.1.2 Historia de eTwinning

La historia de eTwinning no es extensa, pero en tan solo nueve años de existencia cuenta ya con unas cifras de participación realmente impresionantes. Durante todos estos años, eTwinning ha sabido actualizarse y mejorar su servicio poco a poco, atrayendo a miles de profesores y convirtiéndose en una herramienta muy completa.

En 2005, la comisión europea crea la plataforma colaborativa eTwinning, como parte fundamental del programa eLearning y del programa europeo Comenius. Su objetivo: facilitar el hermanamiento y el desarrollo de proyectos colaborativo entre dos o más países europeos utilizando internet.

Según estadísticas oficiales, más de trece mil profesores formaban parte de eTwinning al finalizar su primer año de existencia. Desde entonces, la plataforma no ha parado de crecer y en 2008 eran ya cincuenta mil los profesores registrados, con más de cuatro mil proyectos.

A día de hoy, en torno a treinta mil proyectos han sido creados entre dos o más docentes Europeos y el número total de profesores registrados asciende a doscientos cincuenta mil, reuniendo a más de noventa mil escuelas.

3.2 Objectives

The principal aim of this end-of-degree project is to outline an educational plan combining the use of the internet and ICT with the learning of English. To do so, the project will be based on the e-Twinning platform, which permit us to put together both fields with a noticeable communicative purpose that turns out to be motivating for students.

In addition, this makes it difficult to for the teacher to implement, and this is why I want it to be as realistic and useful as possible for those who are willing to do something similar. I think it is essential to consider the real prospects of a project that includes the use of ICTs, and the best way of doing it is by carrying it out.

Most often, lesson plans are long and laborious, and this makes it difficult for many teachers to implement them. From my point of view, there is no point in designing a lesson plan which is unrealistic and impractical. If we want to attract teachers to use ICTs, we cannot demand major efforts at this initial period of modernisation and adaptation. It is useless to pretend to motivate pupils without facilitating the work of teachers in the first place, so that they can be willing to test new ways of teaching.

Therefore, my aim is to produce a speedy and effective project that may be useful for someone willing to carry out something motivating and original, which is inspiring and which initiates them into the cooperative learning methodology. It is my intention to help anyone who wants to carry out this lesson plan, both to get started and use new technological resources.

Furthermore, in order to uncover shortfalls in project planning and implementation, I will put it into practice in a primary school. Carrying out the lesson plan myself, will help me to place value on the level of usefulness of my lesson plan and make it better. It will provide me a unique opportunity to observe first-hand the impact of the project on the students.

In addition to setting up activities and self-assessing, I will analyse the e-Twinning platform as a tool to teach English in the classroom. It is worth stressing that little information is available on the usefulness of e-Twinning after having implemented it in real class; so, it may be useful in that regard too.

Finally, this project will integrate the creation of a Blog⁸ which will be used to gather every outcome made by the students together with useful information for our twinning schools and for parents. The blog will be the link to the “outside world”; so, it is not only our partners who can follow the process of the lesson plan implementation.

In short, this project is introduced to help students to perceive the learning of English language as a useful tool for them that facilitates reading comprehension, interaction with people all around the world and the learning possibilities that this intercultural exchange entails.

With regard to more specific learning objectives, they will be specified in section 5.2.

⁸ Dirección del blog creado: <http://borderlessflavourscs.blogspot.com.es/>

4. THEORETICAL FRAMEWORK

4.1 Rationale

Nowadays, it is absolutely clear that the impact of the internet has been so big that it has turned to be a total revolution in the way of understanding many basic aspects of our society, among which is the education system.

What we have here, is an unprecedented process of change in education; the integration of the internet and the ICTs in the classroom as more than a simple tool but as a significant change in teachers methodology.

Indeed, research suggests that Spanish classrooms rank among the best equipped, but at the same time a low use is observed in relation with other countries. We have the knowledge, technology and the skills available to implement ICTs, but we need more educational services to use in the education area.

This is a complex process, but very beneficial at the same time. Here are some of the benefits of making good use of internet in the classroom:

- It facilitates the socialisation process through the use of services such as chats, online games, participation in learning social networks, etc. In this way, students feel integrated in a group where they are able to communicate and share concerns and hobbies.
- It makes it easier to have access to culture, science and leisure, benefiting and complementing their learning outside the classroom too.
- It contributes to fostering school tasks and personal work promoting their information searching abilities, analysis and making decisions individually. It also makes it easier to do school work in groups making collaborative on-line tools available for them.
- It facilitates the learning process of children with special needs and students that cannot attend school for a long time due to a long illness.
- It makes it easier for parents to follow the teaching and learning process of their children. Tutor's work benefits from it, since parents and tutor communication is faster and more effective.

Furthermore, online collaboration can support many aspects of education, bringing benefits at several levels: the school management level, the teacher's professional level and the classroom level.⁹

eTwinning provides an opportunity for all three levels to be involved. This website, which will be the heart of this project, enables teachers from all around Europe to share their projects via internet and carrying them out as soon as other teachers decides to engage in it. So, they can implement them in their classroom.

This comprehensive interactive online tool unites all parameters for a successful implementation of the internet in the classroom. Pupils learn in a more active way, they learn to express their own thoughts and at the same time they react to other pupil's thoughts and ideas.

But not only pupils benefit from the use of e-Twinning, teachers want to share their pupils' work not only with their partners but also with their colleagues, pupils' parents and the wider community.

According to an e-Twinning brochure¹⁰, getting engaged in an e-Twinning project brings many pedagogical benefits, of which we could highlight:

- It is an enormous motivating factor for pupils.
- By using technologies through the e-Twinning platform, not only do they improve their digital skills, but they also learn to express their own thoughts in a clear and concise way.
- There is an increase in skills such as mutual problem solving, team work, learning to respect the opinions of others, as well as an increase in awareness of the benefits of foreign language learning and cultural appreciation.

In view of the above, this project is designed for third grade primary students, and specifically for twelve year old students. Children of different ages can benefit from

⁹ Redecker, C. (2009). *Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe*. Retrieved March 14, 2014 from <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=2059>.

¹⁰ Crawley, C. (2010). *eTwinning 2.0: building the community for schools in Europe*. Retrieved March 14, 2014 from http://resources.eun.org/etwinning/25/EN_eTwinning_brochure.pdf.

the use of the e-Twinning, but this particular project involves some challenges that make it suitable for them.

The reason for this is that pupils need previous experience with the language (both for vocabulary and grammar) in order to be able to express themselves, mainly by writing but also working on speaking, oral and written comprehension and interaction.

We also need to take into consideration that the experience gained over many years of practice in the use and handling of technology and the use of the internet, network and e-mail is also needed.

4.2 Implications

The main consequence of this unit is for students to achieve the objectives set in paragraph 5.2. Using the eTwinning platform, they will value English language more than before and they will see it as a useful thing for them, as well as all the extracurricular learning.

At the same time, we hope that our intervention helps and encourages other teachers to be interested in eTwinning. To do so, our intervention will be limited to the implementation of the unit, leaving it up to them to ask about it when seeing how pupils respond to it.

Finally, implementing this project will give us the experience needed to analyse some aspects of this tool and to start new collaborative projects in the future.

5. DEVELOPMENT AND PUTTING INTO PRACTICE THE PROJECT

5.1 Contextualisation

Zizur Mayor is located in the Merindad de Pamplona, around 5 km to the southwest from the city. 2013's population in Zizur was 14.120 inhabitants. There are three state schools: Catalina de Foix, Erreniega and Camino de Santiago.

Camino de Santiago is the name of the school where we are carrying out this project. It is composed of 22 units (seven Infant Education and fifteen Primary Education). It is a regional school that houses 494 students from Zizur and the localities that are nearby. Their geographical origin is diverse, something that culturally enriches the school.

There are two main reasons that made us to carry out this project in this school. On the one hand, the small number of foreign students in the class. That is why I considered that it is necessary to increase pupils' contact with other countries, promoting European interculturality.

On the other, hand ICTs' integration in the school is not regular; and it depends on the cycle and on the teachers. That is the reason why we consider encouraging the use of ICTs apart of starting new ways of teaching foreign languages.

This project will be put into practice in a 6th grade class. It is interesting to point out that the students have a certain number of weekly lessons in English and the rest of the subjects are taught in Spanish.

5.2 Learning objectives

Didactic objectives for this project are:

- Being able to express themselves in English through texts and oral speech.
- Encouraging and integrating ICT in pupils life as a communication tool
- Reading and understanding short texts in English.

- Being curious, having interest and showing respect towards people that talk in a foreign language.
- Appreciating the foreign language as a useful tool to communicate with other people.
- Appreciating students' environment, their neighbourhood, their locality and their country.
- Knowing the most relevant aspects and the culture of other European countries through a common foreign language.
- Promoting students interest in different life styles in other countries.
- Bringing them into contact with other realities and cultures to encourage respect, tolerance, freedom and solidarity attitudes.
- Developing teamwork abilities and autonomous work when necessary.
- Developing basic skills to work and getting along in a global environment.

5.3 Methodology

The methodology of this project is based on pupils' participation, arousing rational and critical thinking, autonomous and team work in the classroom and all the different possibilities of expression that they can find. At the same time, the nature of this project will be present throughout the whole scheme.

Different activities and approaches are going to be used, given that each activity or task will need something from a different methodology which means that we are not following a particular methodology throughout the whole project. Although it is true that a method always prevails above the rest, I think that a global methodology would be the most suitable one.

Taking into account that the eTwinning platform has been created for schools to collaborate in order to create didactic projects, this kind of methodology in the project is essential. Therefore, learning will be done in a cooperative and collaborative way. In collaborative teaching, we reject using passive observation, repetition instead of

memorising, promoting or sharing opinions, knowledges and also leadership. When using this sharing platform, these skills are always present, since its tools are based mainly on cooperation and sharing as a way of generating knowledge.

This is why constructivism methodology has to be in this project throughout, not necessarily in every single activity, but its basic postulates will be taken into account during the process of designing and putting the project into practice. Constructivism methodology fits perfectly in this unit because of the following aspects:

- My intervention must not only consider the results, but also pupils original state, their previous knowledge and their mental knowledge schemes.
- I think pupils are active learners and they are the ones marking the beats and the approach of the lessons. They are the corner stone of every decision made during the implementation of the project.
- The teacher should direct his efforts towards psychologic development and encouraging pupils autonomy.
- Activities promote cooperation and also the exchange of different points of view. Creating a work atmosphere based in mutuality, respect and self-confidence is essential for the success of the project.
- Student assessment is not based only on the final results. The procurent process as a whole, will be assessed during the implementation of the project.

Because of all this, in these twinning projects, it is normal to make groups of students to work in the classroom. Working in groups has meaningful advantages for pupils, like increasing the quality of learning on account of being enrolled in a learning process that arises commitment with learning, knowledge deepening, debating around what they have learned and shearing it with the others. ¹¹

On the other hand, this collaborative methodology is interesting from a social point of view. It is important to know what these methodologies provide to students learning,

¹¹ RUIZ, F. J. 2011. Análisis y evaluación de la plataforma virtual colaborativa eTwinning y su relación con la generación de valores y las actitudes del alumnado. Tesis de grado. Madrid, Universidad Complutense de Madrid. p. 15.

but it is also necessary to go deep in it and keep in mind social elements (as values, attitudes and reflections are involved).¹²

5.4 Space and duration

With regard to the computer room distribution, it is appropriate that computers are placed in U form (it is the most common composition for computer rooms) so that the teacher can see the computer screens at any time. The multimedia projector or the blackboard would be located in the middle so that every student can follow the explanations, facilitating their work. Pair work also benefits from this distribution, since tables are one alongside the other and only students have to move to work with their partners.

Also, it would be interesting to have a big table in the middle of the classroom so working groups can have meetings when the activity does not require the use of computers.

As regards the time; for the classes, we think that the development of the unit requires ten sessions of fifty minutes each. We think time is a vital aspect to be taken into account if we want this unit to be used by other teachers in other primary schools. It is no use creating activities that, due to time or space matters, are impossible to carry out. A non-practical didactic plan can be really demotivating for a teacher who is using eTwinning for the first time.

Table “A” shows the activities, the duration as well as the place where they are going to be done.

A)

Activity	Duration	Place
Presentation	50 minutes	Classroom
Who is who?	50 minutes*	Computer room
Information slides	50 minutes	Computer room

¹² DIEGO, M. 2013, p. Proyecto colaborativo eTwinning para el área de francés. Trabajo de fin de grado. Cantabria, Universidad de Cantabria. p. 16.

Activity	Duration	Place
Slide presentation	50 minutes	Classroom
Creating a video	25 minutes*	Optional
Use your noodle	25 minutes*	Classroom
First online meeting	50 minutes*	Classroom
Translating a recipe	50 minutes	Computer room
Recipe presentation	30 minutes	Classroom
Recipe contest	20 minutes	Classroom
The cream of the crop I	50 minutes	Classroom
The cream of the crop II	50 minutes	Classroom

** It requires homework*

Through a speedy project like this, teachers can get used to every eTwinning tool in a short period of time and pupils will benefit from all the advantages of collaborative work.

5.5 Competences promoted in the project

Before we start describing the basic competences of the project, it is important to define what we mean by basic competence. According to the Ministry of Education¹³, basic competences are what pupils have to learn in order to practise active citizenship, to become adults and to be able to develop a lifelong learning.

As educational projects that are carried out in the Spanish state should be based on the current Educational law, we must keep in mind that any didactic unit must help to develop the basic competences. Drawing from the insight of M. Diego¹⁴, we can describe the following basic competences that are used in this eTwinning project:

¹³ Ministerio de Educación Cultura y Deporte. Retrieved April 4, 2014 from <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseanzas/educacion-secundaria-obligatoria/contenidos.html>.

¹⁴ DIEGO, op. cit. pág. 18.

- **Linguistic communicational skills:** It is one of the central competences of the project, since English is the main tool that we use to communicate whether written or oral. Developing this competence means adapting our knowledge to the communicative context in which we are working. The major advantage of eTwinning projects is that they bring students closer to other countries through the real use of a foreign language, and makes them realise the diversity and the multiculturalism of Europe.
- **Knowledge of and interaction with the physical world:** This project is also based on students' environment. Pupils will learn to esteem value and share their environment.
- **Treatment of information and digital competence:** We can define this competence as the set of skills needed to search, gather, transfer and translate information into useful knowledge for the student. This is one of the basic pillars of the project, since we will communicate with other schools via internet and using ICTs. For this reason, pupils need to be able to do the activities using digital tools and develop skills to evaluate the reliability of information.
- **Social and civic skills:** Through this competence we mean to educate students as citizens who can think critically. Bringing closer to the students other students and schools reality will help kids to realise that it is possible to live with people that initially seemed different, but when we have the chance to know more about them we will discover how much we have in common.
- **Learning to learn skills:** Students have to be able to learn by themselves, solving problems and choosing between several solutions the best one to achieve their goals. Through this project, pupils will have to face certain situations in which they will have to find the most adequate solution following their own judgement. They will have to use skills that are not usually required in a traditional classroom such as teamwork.
- **Autonomy and self-initiative:** Through this project, students will have to manage their workload, organising, analysing, and assessing their activities.

5.6 Materials and technical resources

These are the materials and technical resources that we will be using during the development of the project:

- Internet browser: It is essential. The web browser will be used in every single activity, and it is a helpful tool even if you are not carrying out a project like this. Take into account that some web browsers such as Explorer or Safari may give you problems when surfing through eTwinning.
- Digital Blackboard: Having a digital blackboard in your class will be really useful; but if you do not have one, you can try using a projector.
- Usb Keys: Usb Keys are used to transfer the information from the computer room PCs to the teacher's computer. You can use another tools such as Dropbox, but it can be difficult for young students to use.
- Power point: Power point is used in this unit to organise information and share it with all the project participants. You can also use another tools such as Pages, Prezzi or Slide.
- Movie-maker: It is a video editor that can be used to apply lots of effects to your videos, helping you to create short movies. You can also use another tools such as iMovie or Ezvid.
- Skype account: Skype gives you the possibility to communicate with other users all around the world for free. The only inconvenient thing is that you can only speak with one person as a time, if you need to speak with more than one person you can use ooVoo.
- Webcam and microphone.
- Hot Potatoes: It is not a vital tool for the project, but it can be really useful. You can even carry out some new short activities to go deeper in the project content using Hot potatoes.
- Blogger: It is not a vital tool for the project, but having a parallel space to store information is recommendable. You can use Blogger or Wiki, but there are a lot of options.

• 5.7 Activities

ACTIVITY: PRESENTATION OF THE PROJECT	Session 1
--	------------------

CONTENTS		
<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
- Knowing some general information about particular countries.	- Setting a series of ideas and characteristics around a central theme. - Making a diagram together with the rest of the class.	- Showing interest in knowing about different countries. - Respecting ideas and opinions of other pupils.

COMMUNICATION
Communication of learning
<i>Vocabulary</i>
- Continent, country, city, capital, village, neighborhood, flag, population, rich, poor, big, small, hemisphere, north, south, east, west, sea, ocean, river, mountain, monument, place of interest, food, gastronomy, tradition, custom.
<i>Structures</i>
- <u>Structures related to asking and giving information</u> : Who knows something about..., Has anybody been to..., Which are the differences between..., What is the most important thing in..., I think that..., What I like most/least is ... because..., I would like to go to..., When I visited..., I do not agree with you because..., My... is from... etc
- <u>Present simple tense</u> : I like it because/ It is...,
- <u>Use of there is/are</u>
- <u>Preposition</u> : On top of, below, next to, in...
Communication for learning
<i>Functions</i>

- **Description and information:** Describing geographical places, including physical and human features.
- **Persuading:** Attempts to convince someone of a point of view about a geographical issue: using linking words to support ideas (therefore) or building an argument (in addition), judgment words (appalling), and figures and data to support arguments.
- Using specialist low - frequency words and everyday words in specialist ways.

COMPETENCES

- Linguistic communicational skills: Students can interact with each other sharing opinions and information.
- Learning to learn skills: Students can set the base line of the unit according to their own level.

ASSESSMENT

<i>Assessment of the students: Evaluation standards</i>		<i>Assessment tools</i>
<ul style="list-style-type: none"> • Respect turns and behave properly while talking about the topic • Remember some basic information about the six continents • To participate will also be taken into account. 		<ul style="list-style-type: none"> - Observation - Teacher logbook
<i>Assessment of the teacher:</i> I have been able to transmit appetite for learning.		<i>Assessment of the program:</i> Reflections in the teachers diary.

TEACHING MATERIAL

- Digital Blackboard.

ACTIVITY DEVELOPMENT

- The teacher tells the students about the new project. He explains them what it is about and what countries are involved in it. Any doubts or questions have to be answered during the session.
- After that, the teacher leads a brainstorming session in which students will say out loud what they know and what they would like to know about the project participants countries (In this case: Greece, Turkey and Spain).
- The teacher will create a spider diagram in the digital blackboard with all the ideas.

ACTIVITY: WHO IS WHO?	Session 2
------------------------------	------------------

DIDACTIC OBJECTIVES		
<ul style="list-style-type: none"> - To produce a descriptive writing. - To get to know each other and develop their imagination. - To learn to introduce themselves in a suitable way. - To start to communicate in an interactive, useful and playful way. - To improve their ICT and foreign language skills. 		
CONTENTS		
<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - No specific conceptual content is worked in this activity. It is focused in language. 	<ul style="list-style-type: none"> - Making a simple description about themselves using proper language. - Using a word processor to create an outcome 	<ul style="list-style-type: none"> - Willingness to share with the project colleagues. - Valuing the usefulness of the application of ICTs in the project
COMMUNICATION		
Communication of learning		
<i>Vocabulary</i>		
<ul style="list-style-type: none"> - Beautiful, handsome, pretty, ugly, pale, young, round-faced, thin-faced, short, medium-high, tall, small, tiny, average-build, skinny, slender, smart, short/long hair, straight hair, curly hair, dark/light hair, black/blond/brown/ hair, redhead, braid, ponytail, braces, freckle, sideboards. - Calm, cheerful, amusing, creative, curious, extroverted, friendly, likable, shy, optimistic, organized, patient, respectful, sensitive, sincere, zealous, hard-working, lazy.... 		
<i>Structures</i>		
<ul style="list-style-type: none"> - <u>Present simple tense (verbs to be and to have)</u>: I am..., He/She is... (For age, body and personality. I have..., He/She is... (For face and hair) - <u>Using simple connectors</u>: But, and, for example... - <u>Like + gerund</u>. 		
Communication for learning		

<i>Functions</i>	
- <u>Description and information</u> : Describing people, including physical and personal features.	
COMPETENCES	
- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register. -Treatment of information and digital skills: Information processing and management using ICTs.	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> • Make a description of more than 50 words. • Provide the requested information in a clear and organized way. • Correct use of verbs to be, to have and like. 	<ul style="list-style-type: none"> - Peer assessment - Teacher logbook
<i>Assessment of the teacher</i> : Clarity of the explanations given, type and frequency of the control interventions.	<i>Assessment of the program</i> : Reflections in the teachers' diary.
TEACHING MATERIAL	
- Computer room, usb key.	
ACTIVITY DEVELOPMENT	
<p>Step 1</p> <ul style="list-style-type: none"> - Ask the pupils to do the following: Write a short profile about themselves using the computer. They can also take photos with clues about their personality, hobbies, and interests. Save them in your personal USB key. <p>Step 2:</p> <ul style="list-style-type: none"> - Upload it to the e-Twinning website or create a web quest using hotpotatoes. <p>Step 3:</p> <ul style="list-style-type: none"> - Using the digital blackboard, the teacher asks them read and guess. You can take the opportunity to peer asses the writings. <p>Step 4:</p> <ul style="list-style-type: none"> - Pupils from the partner schools try to match every photo to the correct corresponding profile. 	

DIDACTIC OBJECTIVES

- To produce an expository writing.
- To search the Internet for information
- To extract the important facts of Spanish culture and of Navarra.
- To improve their ICT and foreign language skills.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - Knowing the estimated population, the different climates and some important sites of our physical map. 	<ul style="list-style-type: none"> - Explaining and transmit information directly. - Using the power-point program to create a slide presentation. 	<ul style="list-style-type: none"> - Respect and collaboration with the rest of the members of their group. - Willingness to share with the project colleagues.

COMMUNICATION
Communication of learning
Vocabulary

- Continent, country, city, capital, village, neighborhood, flag, population, rich, poor, big, small, hemisphere, north, south, east, west, sea, ocean, river, mountain, monument, place of interest, food, gastronomy, tradition, custom.
- School, airport, art gallery, avenue, bridge, castle, cathedral, city hall, district, house, library, museum, palace, port, shopping mall, square, stadium, theatre, university.

Structures

- There is / There are
- Present simple tense (verbs to be and to have): I am..., He/She is...
- Adjective noun collocation
- Future: Going to
- Simple past
- Using simple connectors: But, and, for example...

Communication for learning	
Functions	
<ul style="list-style-type: none"> - Instructing: For example, how to carry out tasks in logical steps (how to insert an image), it uses imperatives (Place the cursor over the tittle), action verbs (turn on), questions forms in all tenses to check understanding of instructions (what do you do next?), how to number steps (e.g. finally). 	
COMPETENCES	
<ul style="list-style-type: none"> - Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register. - Treatment of information and digital skills: Technology mediated communication and collaboration. 	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> • Behave well in the computer classroom, respecting both materials and classmates. • Improve in the mistakes observed in session 2 • Evidence interest in using the time. 	- Teacher logbook
<i>Assessment of the teacher:</i> Clarity of the explanations given, type and frequency of the control interventions.	<i>Assessment of the program:</i> Reflections on the teachers' diary.
TEACHING MATERIAL	
<ul style="list-style-type: none"> - Computer room, power point software (latest version of the program if possible, to prevent incompatibilities). usb key. 	
ACTIVITY DEVELOPMENT	
<ul style="list-style-type: none"> - This activity consists of creating a power-point slide in small groups 2 to 4 students. - You can start by distributing some selected themes (for example Spanish culture, Navarra, Pamplona and Zizur Mayor) or simply leaving it up to the pupils. - Let them explore the program possibilities. You can give them a sheet with useful links and project the diagram form session 1 to help them. - Save the presentations in your personal USB key. Pupils will explain their slide presentations in the next session to the rest of the class. 	

DIDACTIC OBJECTIVES

- To improve oral skills in English having a real reason to communicate.
- To enhance their self confidence by having the opportunity to talk and being listened.
- To identify grammar errors, spelling mistakes and incorrect information in conjunction.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - Recap the estimated population, the different climates and some important sites of our country, region or city/ village. 	<ul style="list-style-type: none"> - Express themselves fully in public, enabling information to reach everybody in the class 	<ul style="list-style-type: none"> - Respecting turns to speak and different speeds. - Respect ideas and opinions of other pupils.

COMMUNICATION
Communication of learning
Vocabulary

- Continent, country, city, capital, village, neighborhood, flag, population, rich, poor, big, small, hemisphere, north, south, east, west, sea, ocean, river, mountain, monument, place of interest, food, gastronomy, tradition, custom.
- School, airport, art gallery, avenue, bridge, castle, cathedral, city hall, district, house, library, museum, palace, port, shopping mall, square, stadium, theatre, university.

Structures

- Structures related to asking and giving information: Who knows something about..., Has anybody been to..., Which are the differences between..., What is the most important thing in..., I think that...,What I like most/least is ... because..., I would like to go to..., When I visited..., I do not agree with you because..., My... is from... etc
- Present simple tense: I like it because/ It is...,
- Use of there is/are
- Preposition: On top of, below, next to, in...

Communication for learning

<i>Functions</i>	
<ul style="list-style-type: none"> - <u>Description and information</u>: Describing geographical places, including physical and human features. It uses the present the present tense for characteristics (Zizur is small), prepositions to describe location (in the valley), specialized language to describe location (north, south), adjectives (cool), linking words for comparison (similarly), figures and numbers (about 2.6 million people...). 	
COMPETENCES	
<ul style="list-style-type: none"> - Linguistic communicational skills: Students can interact with each other sharing opinions and information. - Learning to learn skills: Students can set the base line of the unit according to their own level. 	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> • Be clear and organized, distributing the information keeping in mind the theme and the slides. • Improve in the mistakes observed in session 2 • The slides have a friendly design that helps for a comfortable reading. 	<ul style="list-style-type: none"> - Rubric - Observation - Teacher logbook
<i>Assessment of the teacher</i> : Quality and quantity of my interventions.	<i>Assessment of the program</i> : Reflections on the teachers' diary.
TEACHING MATERIAL	
<ul style="list-style-type: none"> - Digital Blackboard, power point software (latest version of the program if possible, to prevent incompatibilities). usb key. 	
ACTIVITY DEVELOPMENT	
<ul style="list-style-type: none"> - Pupils take turns to go up to the blackboard and do an oral presentation of the slides done in the last session. 5 minutes per group would be enough. - Ask the students to write down any mistakes they see in the slide's text. When a group finishes; the students point out the mistakes in the slide text. - Make sure to point out the positive aspects of their intervention because their partners will have to pointing out the mistakes. - Complete the rubric at the end of the exposition, it is important to make them feel that you have listened to them. 	

DIDACTIC OBJECTIVES

- To practice both oral and writing skills, having a real reason to communicate.
- To make them feel that each of them is important in this project.
- To improve their ICT skills, specially movie-making software.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - No specific conceptual content is done in this activity. It is focused in language. 	<ul style="list-style-type: none"> - Knowing how to handle a camera. - Using the moviemaker / i-movie to create a short welcome video. 	<ul style="list-style-type: none"> - Respecting and collaborating with the rest of the members of their group. - Willingness to share with the project colleagues. - Showing interest in doing their own video, in order to impress their partners and the other schools.

COMMUNICATION
Communication of learning
Vocabulary

- Hobby related vocabulary.
- City, capital, village, neighborhood, population, big, small, river, mountain, monument, place of interest, food, gastronomy, tradition, custom.
- School, airport, art gallery, avenue, bridge, castle, cathedral, city hall, district, house, library, museum, palace, port, shopping mall, square, stadium, theatre, university.

Structures

- Adverbs of frequency: Often, never, often, sometimes.
- There is / There are
- Present simple tense (verbs to be and to have): I am..., He/She is...
- Adjective noun collocation
- Using simple connectors: But, and, for example...

Communication for learning

<i>Functions</i>	
<p>- <u>Description and information</u>: Describing geographical places, including physical and human features. It uses the present the present tense for characteristics (Zizur is small), prepositions to describe location (in the valley), specialized language to describe location (north, south), adjectives (cool), linking words for comparison (similarly), figures and numbers (about 2.6 million people...).</p>	
COMPETENCES	
<p>- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.</p> <p>- Treatment of information and digital skills: Technology mediated communication and collaboration.</p>	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> • The video is well done on a technical level. • It contains useful information and it is well structured. • Improve in the mistakes observed in previous sessions • Evidence interest in using ICTs and sharing with other schools. 	- Teacher logbook
<i>Assessment of the teacher</i> : Clarity of the explanations given, type and frequency of the control interventions.	<i>Assessment of the program</i> : Reflections on the teachers' diary.
TEACHING MATERIAL	
- Movie-making software (included in every windows or mac system).	
ACTIVITY DEVELOPMENT	
<p>- This activity consists on creating a welcome video describing the students' home town, their hobbies or whatever they think could be interesting for our e-twinning partners.</p> <p>- Explain the task to your students. Give them some examples of the things they can film (monuments, interesting locations or hobbies). It would be advisable to make this explanation on Friday, so that they can finish it at the weekend.</p> <p>- Make groups of a maximum number of three pupils. If someone wants to work alone there is no problem.</p> <p>- Once you have made the task clear, film the parts of the school welcome video that you are going to make with them. It should not take more than 15'minutes.</p>	

DIDACTIC OBJECTIVES

- To practice oral and listening skills having a real reason to communicate.
- To know about different foods around the world, including food in their own country.
- To revise the information given by our e-twinning colleagues.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - No specific conceptual content is done in this activity. It is focused in language. 	<ul style="list-style-type: none"> - Identifying and selecting relevant information. - Giving precise and clear information. 	<ul style="list-style-type: none"> - Keeping their voice calm and regular. - Adapting to their partners needs and rhythm.

COMMUNICATION
Communication of learning
Vocabulary

- Breakfast, lunch, dinner, products, menu, dairy products, cutlery, baked, bread, cake, pastry, meat (kinds), fish (kinds), seafood, milk, cheese, fruit, dried fruit, vegetables, beans, herbs, drinks, juice, soft drink, sauces, salad dressing, oil, fats, seasoning, spices, sweets.
- Good, bad, delicious, disgusting acrid, appetizing, creamy, delicious, dry, fresh, heathy, juicy, salty, savory, spicy, sticky, strong, sweet, tasty, vinegary.

Structures

- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.
- Asking questions: What is the name of?, How does it taste?, Is it...?, Were do they eat it?, How does it look like?
- Countable and uncountable nouns
- Expressions with like / don't like
- Using simple connectors: But, and, for example...

Communication for learning

<i>Functions</i>	
<ul style="list-style-type: none"> - <u>Description and information</u>: Describing food. Using the present the present tense for characteristics (it is green), prepositions to describe location (in Greece), specialized language to describe food (bitter), adjectives (hard), linking words for comparison (not as good as). 	
COMPETENCES	
<ul style="list-style-type: none"> - Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register. 	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> • Express themselves using the target language. • Use learnt vocabulary. • Improve in the mistakes observed in previous sessions • Adapt to their partners needs and rhythm. 	<ul style="list-style-type: none"> - Teacher logbook
<i>Assessment of the teacher</i> : Clarity of the explanations given, type and frequency of the control interventions.	<i>Assessment of the program</i> : Reflections on the teachers' diary.
TEACHING MATERIAL	
<ul style="list-style-type: none"> - Exercise sheets 	
ACTIVITY DEVELOPMENT	
<ul style="list-style-type: none"> - This activity has to parts, an information gap exercise and a guessing game. <p>STEP 1</p> <ul style="list-style-type: none"> - Practise an example of the information gap activity with the class, discussing with them the kind of questions they can ask. - Learners work in pairs, A and B. Give learner A some information and learner B some different information (check out the appendix). They must not show the information to each other, but must complete their information by communicating with their partner. <p>STEP 2</p> <ul style="list-style-type: none"> - In this exercise, students will have to use the vocabulary which they learnt in the previous phase and use it to ask questions so they should guess their partners food. The answers can only be yes or no. - Give some pictures to the pupils. They will have to take turns, student A asks questions first and when he guesses they change roles. 	

DIDACTIC OBJECTIVES

- To have our first real meeting with our e-Twinning colleagues, so that they can know each other and interact
- To use all the vocabulary and grammar seen until this point to communicate in real time, giving and receiving real information.
- To practice oral and listening skills, having a real reason to communicate while having fun.
- To revise the information given by our e-twinning colleagues and check our colleagues process.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - No specific conceptual content is done in this activity. It is focused in language. 	<ul style="list-style-type: none"> - Providing useful information related with a particular topic. - Being able to communicate with foreigners using a second language. 	<ul style="list-style-type: none"> - Keeping their voice calm and regular while other students are interacting - Being responsive and interested in communicative online tools

COMMUNICATION
Communication of learning
Vocabulary

- The vocabulary list in this activity could be huge, involving lots of topics depending on the development of the activity .Some of these topics could be: Food, hobbies, sports, art or school.

Structures

- Comparatives: Bigger, smaller, stronger, most famous, best...
- Prefixes: In, at, on...
- Asking questions: What is the name of?, How does it taste?, Is it...?, Were do they eat it?, How does it look like?
- Opinion structures: I think..., In my opinion..., I agree..., Of course...
- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.

Communication for learning
Functions

<p>- <u>Description and information</u>: Describing food, hobbies and people. Using the present the present tense for characteristics (it is famous), prepositions to describe location (in Spain), specialized language to describe food (bitter), adjectives (hard), linking words for comparison (not as good as).</p> <p>- <u>Recounting</u>: Retelling events in chronological order: Using past and present perfect tenses (the life of Picasso), phrases to place an event in time (the seventeenth century)</p>	
COMPETENCES	
<p>- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.</p> <p>- Treatment of information and digital skills: Technology mediated communication and collaboration. Exploration of digital and adaptation to own needs.</p>	
ASSESSMENT	
<i>Assessment of the students: Evaluation standards</i>	<i>Assessment tools</i>
<ul style="list-style-type: none"> Express themselves using the target language. Use learnt vocabulary. Improve in the mistakes observed in previous sessions. Respects turns and keeps silence 	- Teacher logbook
<i>Assessment of the teacher</i> : Keeping control of the classroom, Communication with the teacher.	<i>Assessment of the program</i> : Reflections on the teachers' diary.
TEACHING MATERIAL	
<p>- Skype or ooVoo software and account (with ooVoo you can communicate with more than one school at a time), digital blackboard, webcam, speakers and microphone.</p>	
ACTIVITY DEVELOPMENT	
<p>- This activity is based on an online meeting with another school. Make sure that everything is ready and that you have everything you need before making contact with the other school. Introduce each little paper in a box.</p> <p>- When everybody is sitting down, call the other school. Check if you can speak and listen properly and present your self. Students can also present themselves.</p> <p>- Taking turns, each student moves in front de webcam and takes out a paper without choosing. He / She completes the task and sits down. Every pupil can participate. (check next activity: you need to ask them to bring something to the next class)</p>	

DIDACTIC OBJECTIVES

- To search for information using ICTs, books or asking people.
- To improving their writing and speaking abilities.
- To apply their skills using the programs used in the unit, like web browsers, slide presentation creators and word processors.
- To understand the main characteristic of the recipe, being able to organize information according to that type of texts.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - The recipe structure. Textual characteristics. 	<ul style="list-style-type: none"> - Translating a short text from Spanish to English. - Express themselves fully in public, enabling information to reach everybody in the class 	<ul style="list-style-type: none"> - Trying to complete the task even if it seems difficult, asking questions or looking for help.

COMMUNICATION
Communication of learning
Vocabulary

- Breakfast, lunch, dinner, products, menu, dairy products, cutlery, baked, bread, cake, pastry, meat (kinds), fish (kinds), seafood, milk, cheese, fruit, dried fruit, vegetables, beans, herbs, drinks, juice, soft drink, sauces, salad dressing, oil, fats, seasoning, spices, sweets.
- Good, bad, delicious, disgusting acrid, appetizing, creamy, delicious, dry, fresh, healthy, juicy, salty, savory, spicy, sticky, strong, sweet, tasty, vinegary.

Structures

- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.
- Comparatives: Bigger, smaller, stronger, most famous, best...
- Prefixes: In, at, on...

Communication for learning
Functions

<p>- <u>Description and information:</u> Describing food, hobbies and people. Using the present the present tense for characteristics (it is easy), prepositions to describe location (in Spain...), specialized language to describe food (bitter), adjectives (difficult), linking words for comparison (faster than).</p>	
<p style="text-align: center;">COMPETENCES</p>	
<p>- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.</p> <p>- Treatment of information and digital skills: Technology mediated communication and collaboration.</p>	
<p style="text-align: center;">ASSESSMENT</p>	
<p><i>Assessment of the students: Evaluation standards</i></p>	<p><i>Assessment tools</i></p>
<ul style="list-style-type: none"> • Uses vocabulary, grammar and proper spelling. • Chooses a recipe adapted to our possibilities of making it. • Be clear and organized, distributing the information keeping in mind the theme and the slides. • Has improved in his communicative abilities. 	<p>- Teacher logbook</p>
<p><i>Assessment of the teacher:</i> Clarity of the explanations given, type and frequency of the control interventions.</p>	<p><i>Assessment of the program:</i> Reflections on the teachers diary.</p>
<p style="text-align: center;">TEACHING MATERIAL</p>	
<p>- Power point software, digital blackboard, usb key (students).</p>	
<p style="text-align: center;">ACTIVITY DEVELOPMENT</p>	
<p>- This activity has two main objectives: Making a first approximation to the recipe and selecting one so that our colleagues can do it in class at the end of the unit.</p> <p>- Students bring a recipe in Spanish to the class, in groups of two pupils they translate a recipe to spanish.</p> <p>- If there is time left, they can go to the computer room to start doing the power point presentation of the recipe. They can also organise the information of the slides in paper.</p> <p>- For next day, they bring photos of the recipe. They can also make progress starting the presentation at home.</p>	

DIDACTIC OBJECTIVES

- To understand the main characteristic of the recipe, being able organize information according to that type of texts.
- To improve oral skills in English having a real reason to communicate.
- To enhance their self confidence by having the opportunity to talk and to be listened to.
- To identify grammar errors, spelling mistakes and incorrect information in conjunction.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
- No specific conceptual content is worked in this activity. It is focused in language.	- Expressing themselves fully in public, enabling information to reach everybody in the class	- Respecting turns, listening and intervening. - Showing interest in participating and knowing how to loose.

COMMUNICATION
Communication of learning
Vocabulary

- Breakfast, lunch, dinner, products, menu, diary products, cutlery, baked, bread, cake, pastry, meat (kinds), fish (kinds), seafood, milk, cheese, fruit, dried fruit, vegetables, beans, herbs, drinks, juice, soft drink, souces, salad dressing, oil, fats, seasoning, spices, sweets.
- Good, bad, delicious, disgusting acrid, appetizing, creamy, delicious, dry, fresh, heathy, juicy, salty, savory, spicy, sticky, strong, sweet, tasty, vinegary.

Structures

- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.
- Comparatives: Bigger, smaller, stronger, most famous, best...
- Prefixes: In, at, on...

Communication for learning
Functions

<p>- <u>Description and information:</u> Describing food, hobbies and people. Using the present the present tense for characteristics (it is easy), prepositions to describe location (in Spain...), specialized language to describe food (bitter), adjectives (difficult), linking words for comparison (faster than).</p>	
<p style="text-align: center;">COMPETENCES</p>	
<p>- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.</p> <p>- Treatment of information and digital skills: Technology mediated communication and collaboration.</p>	
<p style="text-align: center;">ASSESSMENT</p>	
<p><i>Assessment of the students: Evaluation standards</i></p>	<p><i>Assessment tools</i></p>
<ul style="list-style-type: none"> • Uses vocabulary, grammar and proper spelling. • Chooses a recipe adapted to our possibilities of making it. • Make a power point presentations with more than 5 slides • Be clear and organized, distributing the information keeping in mind the theme and the slides. • Improve in the mistakes observed in session 2 • The slides have a friendly design that helps for a comfortable reading. 	<p>- Teacher logbook</p>
<p><i>Assessment of the teacher:</i> Clarity of the explanations given, type and frequency of the control interventions.</p>	<p><i>Assessment of the program:</i> Reflections on the teachers' diary.</p>
<p style="text-align: center;">TEACHING MATERIAL</p>	
<p>- Power point software, digital blackboard, usb key (students).</p>	
<p style="text-align: center;">ACTIVITY DEVELOPMENT</p>	
<p>- Pupils will present their slide presentation in turns. They don't have to speak for more than 5 minutes, it is not necessary to explain an easy recipe.</p> <p>- Once they have all show their recipes, make a filter according to which ones can be used in a classroom.</p> <p>- Then, students vote for the best recipe.</p> <p>- Upload every recipe to twin-space so that your colleagues can see them.</p>	

DIDACTIC OBJECTIVES

- To communicate in English, the teacher is only a supervisor.
- To give useful information and clear instructions, guiding their partners correctly.
- To encourage autonomy, teamwork and problem solving abilities.
- To improve oral skills in English having a real reason to communicate.
- To feel the importance of English and the usefulness of ICTs and the internet to communicate by first hand.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - No specific conceptual content is worked in this activity. It is focused in language. 	<ul style="list-style-type: none"> - Putting into practice previous content learnt through the unit. - Giving instructions and commands in English. 	<ul style="list-style-type: none"> - Showing autonomy and at the same time cooperate with their partners. - Showing interest in participating.

COMMUNICATION**Communication of learning***Vocabulary*

- Vocabulary related with the particular recipe.
- All the vocabulary seen in the unit.

Structures

- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.
- Sequencing words: Firstly, Secondly, then...
- Modal verbs...: Could, can, will, would...
- Imperative form: And "soften" the imperative form with "let's" or "please".
- Comparatives: Bigger, smaller, stronger, most famous, best...
- Prefixes: In, at, on...

Communication for learning*Functions*

- Description and information: Describing food, hobbies and people. Using the present the present tense for characteristics (it is easy), prepositions to describe location (in Spain...), specialized language to describe food (bitter), adjectives (difficult), linking words for comparison (faster than).
- Expressing: For example, how or why we cook a particular meal: Using present tense (the water boils), time phrases (as the water boils, it...), casual linking words about the results, effects or consequences of events (Consequently, the onion..), casual nouns (result), verbs to show effect (resulted in), numbering words (number of products), linking words for process (first of all).

COMPETENCES

- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.
- Treatment of information and digital skills: Technology mediated communication and collaboration.

ASSESSMENT

Assessment of the students: Evaluation standards

- Uses different vocabulary and grammar.
- Respecting their partners, both in his class and in the other school.
- Uses English to communicate, avoids spanish.
- Knows how to give instructions properly, taking into account their partners rhythm and difficulties.

Assessment tools

- Teacher logbook

Assessment of the teacher: Clarity of the explanations given, type and frequency of the control interventions.

Assessment of the program: Reflections on the teachers' diary.

TEACHING MATERIAL

- Skype or ooVoo software and account, digital blackboard, webcam, chosen recipe, speakers and microphone.

ACTIVITY DEVELOPMENT

- In this activity we will be giving instructions in real time to our e-Twinning partners using skype so that they can make a Spanish recipe in the class.
- Divide the class in groups of 4 pupils. Try to make balanced groups so that every group can communicate with out having problems.
- Each group will be explaining one step of the recipe in front of the webcam. Ideally, they will be the only ones giving instructions, but you are there in case they can't do it.
- Make sure you have everything you need before making the connection.

DIDACTIC OBJECTIVES

- To improve speaking, oral and listening skills in English having a real reason to communicate.
- To communicate in English by themselves, the teacher is only a supervisor.
- To cook a foreign dish on their own, working together.
- To encourage autonomy, teamwork and problem solving abilities.
- To improve oral skills in English having a real reason to communicate.
- To feel the importance of English and the usefulness of ICTs and the internet to communicate by first hand.
- To value and have interest in other cultures.

CONTENTS

<i>Conceptual contents</i>	<i>Procedural contents</i>	<i>Attitudinal contents</i>
<ul style="list-style-type: none"> - The recipe structure. - Textual characteristics. 	<ul style="list-style-type: none"> - Working in groups to cook to accomplish a common objective. - Putting into practice previous content learnt through the unit. - Giving instructions and commands in English. 	<ul style="list-style-type: none"> - Show autonomy and at the same time cooperate with their partners. - Show interest in participating.

COMMUNICATION
Communication of learning
Vocabulary

- Vocabulary related to the particular recipe.
- All the vocabulary seen in the unit.

Structures

- Expressions of quantity: A bottle of, a bar of, a carton of, a cup of, a dozen (of), a jar of, a loaf of, a piece of, a slice of, a tube of... Weight and liquid measures.
- Sequencing words: Firstly, Secondly, then...
- Modal verbs...: Could, can, will, would...
- Imperative form: And "soften" the imperative form with "let's" or "please".
- Comparatives: Bigger, smaller, stronger, most famous, best...
- Prefixes: In, at, on...

Communication for learning
Functions

- Description and information: Describing food, hobbies and people. Using the present the present tense for characteristics (it is easy), prepositions to describe location (in Spain...), specialized language to describe food (bitter), adjectives (difficult), linking words for comparison (faster than).
- Expressing: For example, how or why we cook a particular meal: Using present tense (the water boils), time phrases (as the water boils, it...), casual linking words about the results, effects or consequences of events (Consequently, the onion..), casual nouns (result), verbs to show effect (resulted in), numbering words (number of products), linking words for process (first of all).

COMPETENCES

- Linguistic communicational skills: Practical command of English language according to the rules and the linguistic register.
- Treatment of information and digital skills: Technology mediated communication and collaboration.

ASSESSMENT

<i>Assessment of the students: Evaluation standards</i>		<i>Assessment tools</i>
<ul style="list-style-type: none"> • To use different vocabulary and grammar. • To respect their partners, both in his class and in the other school. • To use English to communicate, avoiding the use of Spanish language. 		- Teacher logbook
<i>Assessment of the teacher</i> : Clarity of the explanations given, type and frequency of the control interventions.		<i>Assessment of the program</i> : Reflections on the teachers' diary.

TEACHING MATERIAL

- Cooking equipment (you can use a little portable oven if you need it), Skype or ooVoo software and account, digital blackboard, webcam, chosen recipe, speakers and microphone.

ACTIVITY DEVELOPMENT

- In this activity we will be receiving instructions in real time from our e-Twinning partners using skype so we can make a foreign recipe in the class.
- Divide the class in groups of 4 pupils. Try to make balanced groups so that every group can understand with out having problems.
- Following the guide for the recipe, each group will have to do a step in front of the webcam . Ideally, they will be the only ones doing it, but you are there in case they need help.
- Make sure you have everything you need before making the connection.
- At the end, try the recipe with out disconnecting the webcam. That is "the cream of the crop".

5.8 Awareness of diversity

Not all students learn in the same way or at the same speed, each and every pupil has their own learning rhythm depending on their capacities. For this reason, we need to pay attention to the needs of children with learning difficulties.

In this project, we will take care of these children through the use of collaborative methodologies in conjunction with flexibility in the execution of project activities (both in individual and in group activities). The teacher should help students by giving them guidelines so that every pupil will choose and implement the procedure that will help them to learn more.

As M. Diego¹⁵ suggests, for those students with small learning difficulties, we will not use significant curricular adaptations. Instead of that, we can:

- Adjust time and rhythm of the activities.
- Adapt instructions and formulations of the activities.
- Strengthen and solidify learning techniques.

We can also take organisational measures such as making more flexible groups, requesting the support of another teacher or including activities aimed at deepening and reinforcing the theory.

For those pupils with bigger learning needs that fail to make progress on learning conceptual contents, we will place priority on processes and attitudes. Because the nature of this project, it is important to insist on procedural contents that are related with the use of ICTs. If a significant adaptation is needed, contents, objectives and assessment will be adapted taking the global criteria of the project as reference.

5.9 Assessment

When the unit comes to close, it is time to assess it and to check if students have achieved the objectives. However, we think that the ongoing assessment is quite useful since it enables you to adapt the unit to your needs and develop new

¹⁵ DIEGO, op. cit. pág. 28.

strategies. Through the implementation of the unit, we will be taking careful note of how the activities are going in the teacher logbook and then including the information in section six.

We will also use final assessment to identify what aspects we have to take into account for future projects. It is important to write down not only those aspects that should be revised, but those aspects that were positive and worked well.

In line with the easy nature of this unit, we think assessment does not necessarily have to be a long process. Sophisticated and complex projects are not always the ones that give you better information; nor are the ones that require more time to get results. We think it is a matter of finding the balance between usability and truthfulness of the data supplied. In addition, we have to agree with our partners what tools we are going to use and how we are going to use them.

For the final assessment, we will use a specific survey designed by us using survey monkey. This interview will be completed by every pupil; so, we can compare how the unit worked in each school.

6. ANALYSIS AND DISCUSSION OF THE RESULTS

6.1 Our teaching unit

6.1.1 Design of the unit

Before starting to design this unit, we marked two key points that we had to take into account during the planning of the activities that compose this unit. The points are an easy application project and incorporating as much user-friendly ICTs as possible so students could develop their English.

We reviewed what resources were available for us in the school and we counted how many sessions we could use for the project. We also analysed what contents could we add to the project on the basis of curricular requirements and on the unit topics we were teaching at the moment. These are some bullet points we defined after this analysis:

- It is not meant to last longer than fifteen sessions, due to the low number of weekly sessions of the teacher, which it is three sessions of environmental studies (unfortunately, the English teacher was not interested in the project)
- We realised that the students were not satisfied with the methodology used by the English teacher, which was based in on memorisation and studying. The outcome was the rejection of the English language, and that is why we wanted to adopt a communicative approach so they could learn and get motivated.
- The project should also be used for pupils go deeper in the curriculum related to the environmental studies, established by the Organic Law on Education: People, cultures and social organisation. In this way we would be able to move forward in the subject.
- There is no preference for us when it comes to the countries involved in our project, as long as the communication takes place in English and pupils are between the ages of 10 and 13.

Based on these criteria, we made a research in the eTwinning platform to get in contact with teachers prepared to carry out a collaborative project of this kind. The results were encouraging, since we were able to find ten teachers that were

interested in working with us, of which eventually three of us started designing the unit using eTwinning tools. At this point, we realised that fast and easy projects have a great deal of acceptance throughout on the part of the teachers that are starting to use eTwinning.

From this point on, the unit design was easier thanks to the collaboration of the teachers. We first established the project topic: Borderless flavours. We were looking for something funny that acted as a guideline when planning the activities which serve to introduce topics such as geography or culture. Once we agreed on the topic, it was easy to design the last activity: preparing a recipe in the classroom during an online meeting.

The previous activities were based on the preparation for cooking the meal, implementing at the same time different ICTs and using the language. Perhaps this activities were the most difficult things to plan, because the level of English of the schools was not the same; and some activities required too much time.

We also find it difficult to control the time needed to send and answer messages through the eTwinning website. We think it is more useful to use other tools such as Skype or the live chat available in TwinSpace.

During the planning of the unit, we realised that it may be more useful to look for partners once the unit is completely developed, since eTwinning flexibility gives you the possibility of making changes whenever you need it. However, this depends on the amount of time you have to develop the project. Having the chance to create the activities together with teachers from other countries is really interesting and highly recommended if you have the time to do so.

Another useful thing to do is to share with your pupils any ideas you have about the project and listen to their suggestions. This is something that we recommend to any teacher that wants to start a collaborative project, since students will feel as part of it.

If you are going to start an eTwinning project, it is also advisable to talk with other teachers in your school. It is likely that they will get interested in it and give you good ideas. Having another teacher to help you is really useful and will enrich the project a lot, since you will be able to include new content to the project and spend more time on it.

Last but not least, we would like to say that it was not easy to find activities based in collaborative methodology beyond the ones we found in the eTwinning platform. So, that is why we recommend teachers who want to start an eTwinning project to start designing the activities after registering their names, since they will find useful resources and ideas surfing the eTwinning website.

6.1.2 Unit implementation

With regard to the unit development, it started one week after making contact with the other teachers. The truth is that the activities worked better than we expected and we did not have to make any significant variation with respect to the original planning.

For this section, we will describe briefly how the activities worked when we carried them out: pupils already knew that we were going to start an eTwinning project as well as what kind of activities they were going to do in the classroom; so, we did not spend much time on explaining the unit. We spent most of the time talking about what they knew about Greece and Turkey, and it was impressing to see how many things they knew about these two countries. We realised how important is it to let them speak about their own experiences and hobbies, and they wrote down almost everything on the blackboard. So, they felt that everything they said was important. It was a session that serves us served as an initial assessment and it also made them feel like they were the ones setting the starting point.

- Who is who?: We made the mistake of not specifying what kind of pictures they should bring to class. This made it difficult for us to create the house and family. It is also important to set a minimum of words that students have to use to describe themselves.

- Creating information slides: This activity worked almost perfectly. The only problem we had was that some pupils did not know how to use power point very well and they felt demotivated seeing their partners 'power point slides. We solved this problem by asking other students to help them when they finished their own assignment , and this inconvenient thing turned out to be one of the strengths of the activity. It is also advisable to limit the topics so that the activity can work better.

•Slide presentation: This was one of the most interesting activities for English language teaching. Pupils had no experience talking in public in English and it was a challenge for most of them. Those who had more difficulties read their power point slides and they also felt as part of the activity. We realised that it is better to correct grammar and spelling mistakes in the slides after they finish talking so they feel more secure. We also thought that it would have been interesting to use a rubric so students could assess themselves.

•Creating a welcome video: This activity required a lot of work, but it was completely worth it. We were impressed by pupils' abilities using video editors and the effort they put into it. There even was a group of pupils that shot a short horror film that had nothing to do with the project thanks to implementing moviemaker in the unit. The video I made about the school received more than five hundred views and was posted on the school website so that parents could also watch it.

•Use your noodle: Pupils did not like this activity as much as the other ones, mainly because we did not use ICTs on it and it was more focus on language and on revising previous content. Maybe we could have introduced an ICT in it, but we thought it is also important to work on paper for at least a single session.

• First online meeting: A complete success. Connecting with the Greek school via ooVoo was really easy and there were no technical problems or any kind of lag during the meeting. Students had fun, learnt a lot and felt the importance of English and ICTs when live watching and talking with students of their age. The only snag was that we had to ask the teacher for fifteen minutes to enable us to finish the task,, but she did not have any problem and she joined us and saw how fun funny it was for students.

• Translating a recipe: This was a simple activity that went smoothly; apart from the problems they had translating the project. To deal with this problem, we used the same method as in the third activity and we asked them to help each other. It is important to ask them for easy recipes that can be made in the classroom, nothing complicated.

• Recipe presentation and context: Our impressions were very similar to activity four, but we were happy to see how they were getting used to speaking in public and they used vocabulary and grammar studied during the unit.

- The cream of the crop I and II: Both parts of this final activity worked better than we thought. It is a complex activity that required using some dangerous cooking tools and we needed to control the class and to encourage them to speak in English. Thanks to the teachers' work, we could supervise and motivate pupils to speak in English asking them questions and commenting on different things. It was the perfect ending of ten intense and productive working sessions. Watching each other cooking a foreign dish in the classrooms receiving live instructions from abroad was incredible both for the students and the teachers.

6.2 The eTwinning platform

6.2.1 Interview with Iñaki Legarra

This is an interview we had with the teacher who helped us to do this work after finishing its implementation.

- How would you define e-Twinning?

Well, as you probably know, it is the first time I am carrying out an eTwinning project. For me, a good definition of eTwinning would be a wonderful world of opportunities to start relationships between two countries. It is a big opportunity to open your mind and get to know people from far away countries. In short, it is a wonderful tool not only to learn foreign languages but also to know different cultures.

- How did you know about the e-Twinning project?

When I was doing my internship in England, in a very small school in Liverpool. In that school, there was a teacher who used eTwinning, and she gave me the chance to start a project with a school in Spain. It was not a very big project but it was the first time I discovered this platform.

So, since then I have been thinking that I should do something like this myself, and when you came here I thought it was the right moment to do it. The problem is that I am not teaching my pupils English as a subject.

- What did you find most interesting about e-Twinning when you heard about it?

It was amazing to see how many schools are involved in eTwinning. About two thousand schools are members of this platform, and it is really impressive. If you think that two thousand colleagues are available to start a project with you... it is really astounding. You can keep in touch with a Turkish teacher, or with a Swedish teacher... it is incredible.

- How difficult was it to become familiar with the e-Twinning interface?

Thank God. I have my partner with me, you. I also took an online course last November which was financed by a public institution. It was a weekly revised online course, so the problem was that on these online courses you tend to be lazy. However, they taught me how to upload videos, share information... the basics.

- What advantages and disadvantages did you encounter when working together with other teachers?

One of the big problems for me was time. Time to get used to it, time to get in touch, time to think, to create... in fact that is one of the problems of society at the moment. But apart from that, in the Borderless Flavours project, we began working with a Greek school and then our partner started opening it to more teachers to participate. On the one hand, it is better because it gets richer but on the other hand making specific activities and planning everything is more difficult; for example when we made the first online meeting it was amazing to see how much the students enjoyed it. I think this is because it is something real for them. They are twenty first century children and this kind of things motivate them a lot. Talking with people from other countries makes them realize how important it is for them to know English.

- Did other teachers in your school get involved or interest in the project?

Well as I said, the main problem that we have is time. We are really busy, we always seem to be in a hurry. So, when I showed them what I was doing in eTwinning, their natural response was "I cannot do it, it is impossible". But, for example, the school headmaster was really impressed with the video that we had made and when I presented our project to the rest of the teachers in the teachers' meeting, they were all very interested. But I think eTwinning is a really good tool especially for English teachers. In fact, something that I don't like about eTwinning is that you are not able

to start projects with other schools from your own country. If you could, you would be to start projects in Spanish about science or any other particular subject.

- Was it easy to implement this project without failing to complete other curricular requirements?

Yes it was really difficult. But in the end I think it depends on who is carrying out the project. For example, I think content is not that important; for me, contents are the way, not the goal. If you only focus on teaching every single content, you will be missing important things on the way. Thanks to eTwinning, we could see some information that we wouldn't have found out otherwise, such as maps of Greece or Turkey. We have seen their rivers and mountains, where their schools are... And well, as you know I love introducing topics that are not related to the ones we are teaching but they are important too, such as emotional education or resolving conflicts. So, if you ever missed the content there would be no problem, we are always repeating the same content year after year.

- eTwinning is an enormous motivational factor for children. But was it motivating for you too?

Of course it was. As you know, I am a member of the management team and my life is quite stressful, so maybe I did not have the time to enjoy it as much as I would have liked to. But talking about the benefits of eTwinning for us, I liked communicating with the other teachers sharing knowledge, fresh ideas... and seeing how they worked in those countries. But I am still a rookie in eTwinning, and I need to know more about it and continue growing as a teacher.

- Would you recommend other teachers to get involved in an e-Twinning project?

Yes I would. Now, in Navarra, schools are implementing the PAI system; so, nowadays most of the lessons in Navarre are in English, and there are eight hours a week in English. That is a good reason to recommend eTwinning to any teacher. It is not worth having the resources that we have here, like digital blackboards, computers, the internet and not using them. I am new at this, but you can start short projects that only take two hours a week and then learn more and get involved in bigger ones.

6.2.2 Advantages of eTwinning

After designing a didactic unit based on eTwinning and implementing it in a real classroom, we can now describe the advantages of this platform both for pupils and for teachers.

Advantages for pupils:

- Working in a real context: Pupils are in virtual contact with students from different countries, which motivates them and helps them to develop the treatment of information and digital competence.
- There is an intercultural understanding and an empowerment of the European identity: This results from the fact of “going out” of the classroom and “entering” other European schools and classes.
- It increases individual and team-work satisfaction: Collaborating makes students value their own work and improves their social skills and self-esteem since they have to accept other students as cooperating partners.
- Collaborative work helps them to pursue richer content: This is due to the fact that they are learning about different topics, getting new information and working with people with different point of views, new ideas and solutions,. This results in a wider range of possibilities to complete the activity or task.
- Self-assessing is needed throughout any eTwinning project: Pupils are always evaluating themselves and their group members since they are the ones organising and directing their work.
- It benefits the teaching and learning process: It is perceived by pupils as an active process, as a form of interrelation among students with their environment. ¹⁶
- It benefits advanced students and students with more difficulties: Advanced students help their partners by explaining to them how to use materials and how to complete the tasks. By doing this, they also reinforce contents and detect their own mistakes.

¹⁶ RUIZ, op. cit. pág. 273.

For teachers:

- It is a flexible tool: It is versatile and you can adapt it to the school and to the teachers' needs. It also allows external projection, and there is a recognition system for the best projects.
- Making new friends from across Europe and improving attitudes towards collaborative working with other schools.
- New ICT skills and more confidence using the internet and Web 2.0 tools.
- It helps teacher to improve the relationship with pupils through the successful adoption of new teaching methods.
- Greater confidence as a teacher: Recognition of teacher skills and commitment at different levels. Improved skills to work in interdisciplinary teams and more formal professional development opportunities. You can also improve your relationship with colleagues in the school.¹⁷

6.2.3 Disadvantages

These are the disadvantages that we found through the implementation of the project. Some of them are not specific eTwinning disadvantages, but problems we had when implementing the unit due to our lack of experience.

- The pressure of time: This was the main disadvantage that we had, maybe because it was the first time for us using eTwinning.
- Barriers created by ICT challenges: We had a hard time uploading heavy videos or documents to the platform, and we ended up uploading them to external sites such as Dropbox or Vimeo.
- Difficulties of integrating eTwinning into the curriculum: We have a very exigent curriculum and we could not include as much contents as we would have liked. Differences between the other countries curriculums' where a problem too.

¹⁷ CRAWLEY, op. cit. pág. 35.

- Lack of training and guidance: We missed a video tutorial or an easy guide explaining the eTwinning interface. Tutorials were too complex and most of them were only available in English.
- Lack of commitment from other project partners: Some of the project partners were not as involved in the project as others, which made the unit slower and this affected the quality of some activities.
- Lack of interest shown by the other teachers in the project: The English teacher was not interested at all in the project, which made it more difficult for us to focus on teaching the language.

7. CONCLUSIONES Y CUESTIONES ABIERTAS

Una vez concluido el desarrollo de este proyecto, cabría resumir los puntos más importantes incluidos y analizados en él, así como las conclusiones extraídas a raíz de la elaboración de este trabajo.

En primer lugar, el enfoque que se ha querido dar a este proyecto es de carácter pedagógico, focalizando los diferentes contenidos hacia la realidad del aula de sexto de primaria en la cual se puso en práctica nuestra propuesta. De esta manera, se ha diseñado y aplicado una unidad didáctica basada en la plataforma eTwinning llevando a cabo un análisis paralelo de la propia herramienta, lo que nos ha permitido valorar tanto los aspectos positivos como las dificultades que surgen al emprender este tipo de proyectos.

Al llevar a cabo esta intervención, quedan de manifiesto las grandes ventajas que aporta la metodología de aprendizaje colaborativo tanto para los alumnos como para el profesorado. Utilizar la lengua con un fin práctico mientras se trabajan multitud de contenidos curriculares y transversales son dos de los principales beneficios de una metodología que no está demasiado extendida, pero que gracias a eTwinning ahora es posible aplicar en gran parte de las aulas de nuestras escuelas.

En segundo lugar, nuestra actuación en el centro ha suscitado el interés de varios docentes al abrir una nueva vía de trabajo hasta entonces desconocida. Hemos comprobado hasta que punto es interesante para ellos integrar las TICs e internet en su labor educativa y cuales son los obstáculos y las sensaciones que frenan su utilización. A través de este proyecto, hemos detectado la necesidad de modernizar la escuela, no implementando nuevas herramientas y recursos, si no utilizando los que ya están disponibles.

Para ello es fundamental contar el compromiso del profesorado, que en muchos casos percibe las TICs como una herramienta útil pero demasiado compleja. En este sentido, nuestra unidad ofrece a los docentes un recurso práctico, viable y productivo que puede servirles para, ante todo, para aprender haciendo.

8. REFERENCES

Books:

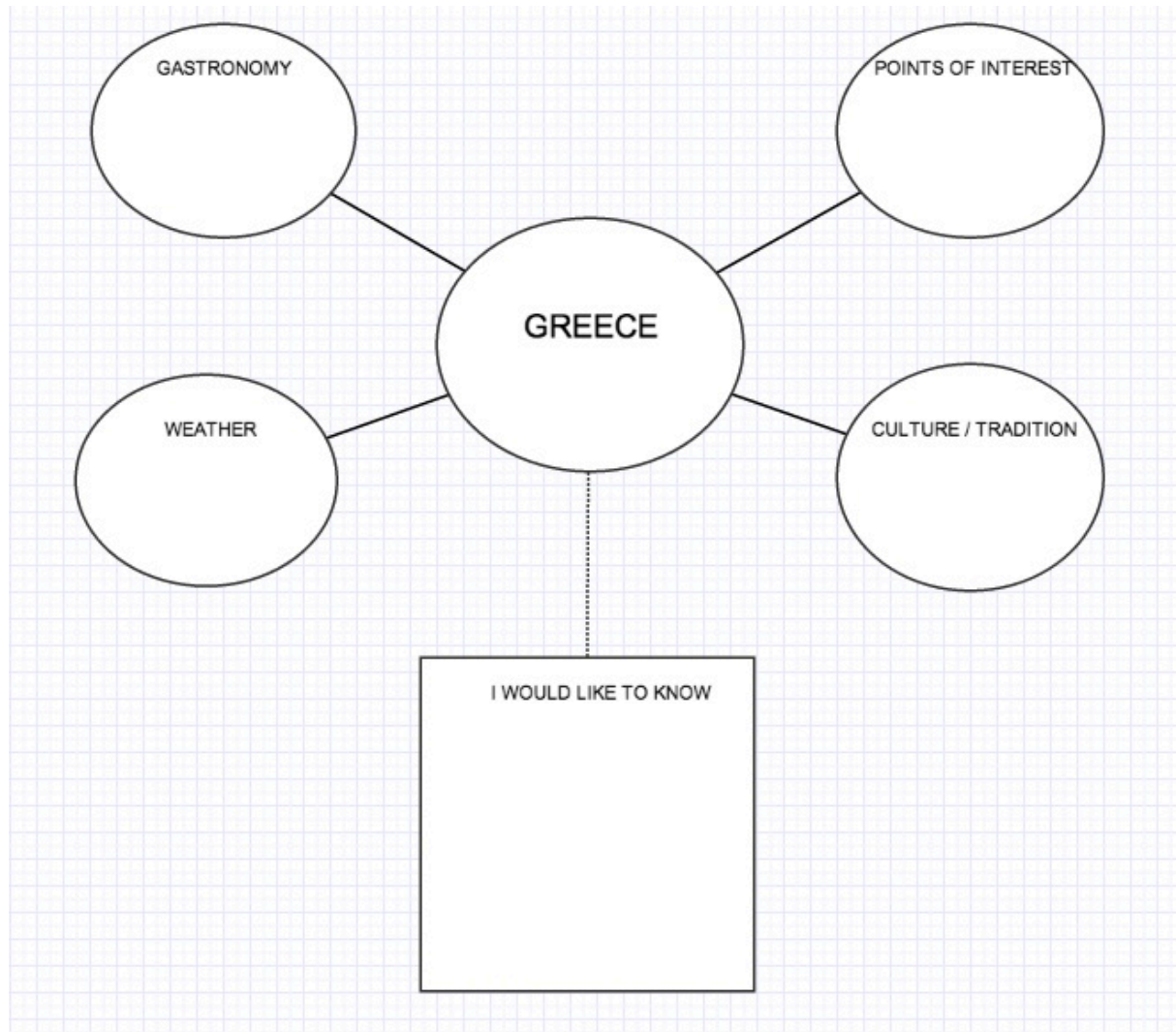
- Merchán, B. M. (1996). Didáctica y nuevas tecnologías en educación. Madrid: Escuela Española.
- Dudeney, G. (2007). The Internet and the language classroom. Cambridge: Cambridge University Press.
- Dale, L. (2012). CLIL Activities: A resource for subject and language teachers. Cambridge: Cambridge University Press.
- Erben, Tony. (2007) CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom
- Diego, M. (2013), Proyecto colaborativo eTwinning para el área de francés. Trabajo de fin de grado. Cantabria, Universidad de Cantabria.
- Ruiz, F. J. (2011). Análisis y evaluación de la plataforma virtual colaborativa eTwinning y su relación con la generación de valores y las actitudes del alumnado. Tesis de grado. Madrid, Universidad Complutense de Madrid.
- Galvin, C. (2008). eTwinning in the classroom: A showcase of good practice. Belgium: Central Support Service for eTwinning (CSS).
- Koulouris, P. (2013). Study of the Impact of Comenius: Centralised Actions. Luxembourg: Publications Office of the European Union.
- Huber, S. (2012). iPads in the classroom: a development of a taxonomy for the use of tablets in schools. Norderstedt, Germany: Books on Demand GmbH.
- Crawley, C. (2010). eTwinning 2.0: building the community for schools in Europe. Brussels: EUN.

Articles and websites:

- Portal Educar (2003). Beneficios de las TIC en educación. Retrieved May 1, 2014, from <http://portal.educar.org/carlos-miranda-levy/blog>
- Aviram, R. (2002). ¿Podrá la educación domesticar las TIC? Centro para el Futurismo en la Educación, (1-22), [en línea]. Ben Gurión: Universidad Ben Gurión. Consultado el 10 de enero de 2013 en <http://tiec2002.udg.edu/ponencias/pon1.pdf>
- Ministerio de Educación y Deporte. (n.d.). MONOGRÁFICO: Control Parental I Observatorio Tecnológico. Retrieved April 18, 2014, from <http://recursostic.educacion.es/observatorio/web/ca/software/software-general/909-monografico-control-parental>
- Muñoz, A. P. (2010, June 21). Metodologías para la enseñanza de lenguas extranjeras. Universidad EAFIT, 46, 71-85. Retrieved March 22, 2014, from [http://www.eafit.edu.co/idiomas/centro-idiomas/Documents/Metodolog%C3%ADas%](http://www.eafit.edu.co/idiomas/centro-idiomas/Documents/Metodolog%C3%ADas%20para%20la%20ense%C3%91anza%20de%20lenguas%20extranjeras.pdf)
- Area, M. (2009, September 11). El proceso de integración y uso pedagógico de las TIC en los centros educativos. Un estudio de casos.. Revista de Educación, 352, 77-97. Retrieved March 23, 2014, from <http://www.revistaeducacion.educacion.es>
- Opening up education through innovation I Open Education Europa. (n.d.). Opening up education through innovation I Open Education Europa. Retrieved March 23, 2014, from <http://www.openeducationeuropa.eu/en/?>
- Redecker, C. (2009). Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe. Retrieved April 18, 2014 from the Institute for Prospective Technological Studies, JRC, European Commission: <http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=2059>.

9. ANNEXES

ANNEX I. Spider Diagram (Act 1)



ANNEX II. Power point Rubric (Act. 3 & 4)

GROUP:				
NAMES:				
CRITERIA	TOPIC:			
	POOR	GOOD	SO-SO	POOR
All the components of the group participate and talk during the exposition				
Perform the exposition in the time indicate				
Using English to communicate				
The information collected is correct and coherent				
The information gathered in the slide is well laid, clean and tidy				
All the topics are mentioned during the exposition				
They use rich vocabulary				
Gramatical correctness				
Spelling mistakes				
Pronunciation and fluently				
OBSERVATIONS				

ANNEX III. Useful links (Act. 3)

- Wikipedia: <http://es.wikipedia.org/wiki/Wikipedia:Portada>
- Turismo de Navarra: <http://www.turismo.navarra.es/esp/propuestas/descubra-reyno/>
- Youtube for schools: <https://www.youtube.com/schools>
- Spain.info: <http://www.spain.info/>
- Provinces of Spain (Navarra): <http://www.turismo.navarra.es/esp/propuestas/descubra-reyno/>
- The Spanish Food: <http://www.thespanishfood.es/>
- Foods from Spain: <http://www.foodsfromspain.com>
- About.com (Spanish food): <http://spanishfood.about.com/>
- Zizur Mayor: <http://www.zizurmayor.es/>
- Google Images: <http://www.google.es/imghp>



What other webpages did you use?:

- | | |
|---|---|
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |

ANNEX IV. Guessing activity (Act. 5)







ANNEX V. Information gaps (Act 6)

STUDENT A

Name of the dish	From	Taste	An ingredient
CUSCÚS		HOT	
	INTERNATIONAL		MILK
DÖNER		SPICY	

STUDENT B

Name of the dish	From	Taste	An ingredient
	GREECE		RICE
YOGURT		SOUR	
	TURKY		LAMB

ANNEX VI. Online meeting (Act. 7)

Test!: SAY IN SPANISH: HELLO, GOODBYE, FLAVOR, FOOD, FRIENDS

Test!: RECOMMEND A PLACE TO VISIT IN SPAIN AND EXPLAIN WHY

Test!: USE MIME SO THEY CAN GUESS: SPANISH GUITAR

Test!: SELECT THREE FRIENDS IN THE CLASS AND SING A FAMOUS SONG

Test!: TELL THEM WHAT YOU LIKE MOST ABOUT THIS PROJECT

Test!: SAY FOUR FAMOUS SPANISH ARTISTS (DEAD OR ALIVE)

Test!: USE DRAWING SO THEY CAN GUESS: E-TWINNING

Describe... POTATO OMELETE

Describe... ASPARAGUS

Describe... OLIVE OIL

Describe... SPANISH HAM

Describe... PAELLA

Describe... PINTXOS

Describe... CHOCOLATE WITH CHURROS

Ask a student about... FAVORITE SUBJECT

Ask a student about... FOOTBALL TEAM HE/SHE SUPPORTS

Ask a student about... FAVORITE FILM

Ask a student about... HOBBIES

Ask a student about... FAVORITE DISH

Ask a student about... A PLACE TO VISIT IN HIS/COUNTRY

Ask a student about... FAVORITE MUSIC BAND